



## **Testimony to the Education Committee Public Hearing on March 4, 2022**

### **HB 5286 - AN ACT CONCERNING THE DEVELOPMENT OF A NEW PRESERVICE PERFORMANCE ASSESSMENT FOR TEACHER PREPARATION PROGRAMS**

Good morning Senator McCrory, Representative Sanchez, Senator Berthel, Representative McCarty and other members of the Education and Employment Advancement Committee. Thank you for the opportunity to provide comments in opposition to HB 5286 - AN ACT CONCERNING THE DEVELOPMENT OF A NEW PRESERVICE PERFORMANCE ASSESSMENT FOR TEACHER PREPARATION PROGRAMS.

My name is Isaac Gottesman, and I am the current Vice President of the Connecticut Chapter of the American Association of Colleges for Teacher Education (AACTE-CT). I am also the Chair of the Department of Education at the University of Saint Joseph in West Hartford. AACTE-CT is an association of thirteen Connecticut public and private universities and colleges with Educator Preparation Programs (EPPs).

The AACTE-CT is opposed to this bill for a variety of reasons. First, edTPA is a valid pre-assessment test that helps to credibly measure a student teacher's ability to teach in the classroom. The edTPA is a performance-based assessment which is built on the core aspects of teaching such as planning for instruction, engaging students in learning, assessing learning, and supporting academic language development. This pre-service performance assessment aligns with the Educator Preparation Advisory Council (EPAC) EPAC principles, the Council for the Accreditation of Educator Preparation (CAEP) standards, as well as statutory requirements.

This pre-assessment was adopted by the Connecticut State Board of Education in 2016 based upon the Educator Preparation Advisory Council (EPAC) recommendations after several years of thorough review, analysis, and input from professional education organizations, representatives from PK-12 schools, Educator Preparation Programs (EPPs), and other entities. Since 2016, Connecticut education experts, officials, and leaders dedicated numerous resources and spent several years preparing and collaborating with higher education institutions, educator preparation programs, administrators, and faculty to develop programs to properly prepare their students to align the objectives with the edTPA assessment.

If this legislation were to become law, it would force our EPPs to incur significant costs and divert considerable resources towards creating and implementing another reliable pre-service assessment tool. This would occur at a time when all our resources, financial and otherwise, are stretched very thin. Therefore, if this bill moves forward, we are requesting that all EPP programs, both private and public, be provided the option to continue to use edTPA if they choose and not be mandated to adopt another type of pre-service assessment as recommended in this bill.

Also, we want to point out that section 2 of the bill does not include any involvement of the private colleges and universities in the development of another type of preservice performance assessment. Section 2 includes only the president of the Connecticut State Colleges and Universities and the dean of UConn's dean of the Neag School of Education to work with the Commissioner of Education on a new preservice assessment. Should this bill move forward, the private colleges and universities with EPPs must be included since they are equally involved in the educating and training of our future teacher workforce.

Finally, the General Assembly created a working group (Public Act 19-139) that studied these related to implementing the edTPA pre-service teacher performance assessment. The working group produced its final report with a variety of recommendations that did not include the elimination of edTPA.

For all the reasons listed above, we do not support this bill. Thank you.

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